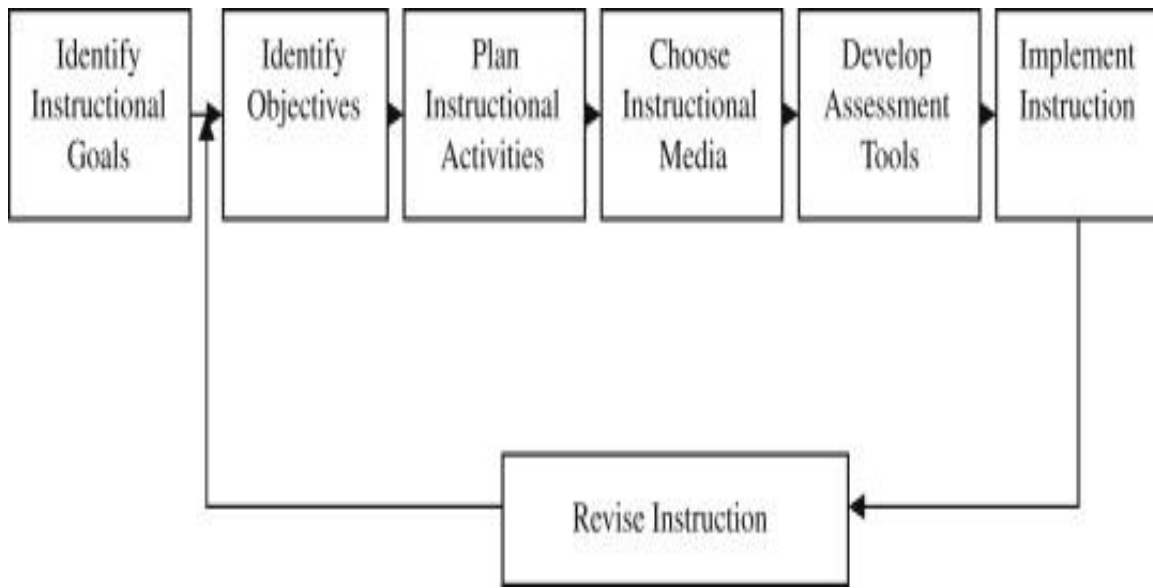


## Course Objectives and Learning Outcomes

Course objectives and learning outcomes form the basis upon which to align assessment methods and instructional strategies. The following figure depicts a systematic approach to the design process.



Source: Reiser, R.A & Dick, W. (1996). *Instructional Planning: A Guide for Teachers*. Boston: Allyn & Bacon.

### Step 1

Using the materials provided for this session, begin the process of articulating your objectives/outcomes using the following guidelines. If you completed a concept map ahead of time and the ADDIE instructional design model and associated questions, skip to step 2, otherwise, work through the following process to help you identify core content for your course.

1. Spend the next five or so minutes writing freely about whatever comes to mind with respect to the design and operation of your project. Dream BIG! For example: think of key concepts, theories, and topics. If it's important to you to identify key assessment practices, instructional strategies, and so on, write these down too. Use the table at the end of this document if it is helpful. Think of your brainstormed list as your working parking lot of ideas from which to construct your map and begin formulating course objectives and learning outcomes.

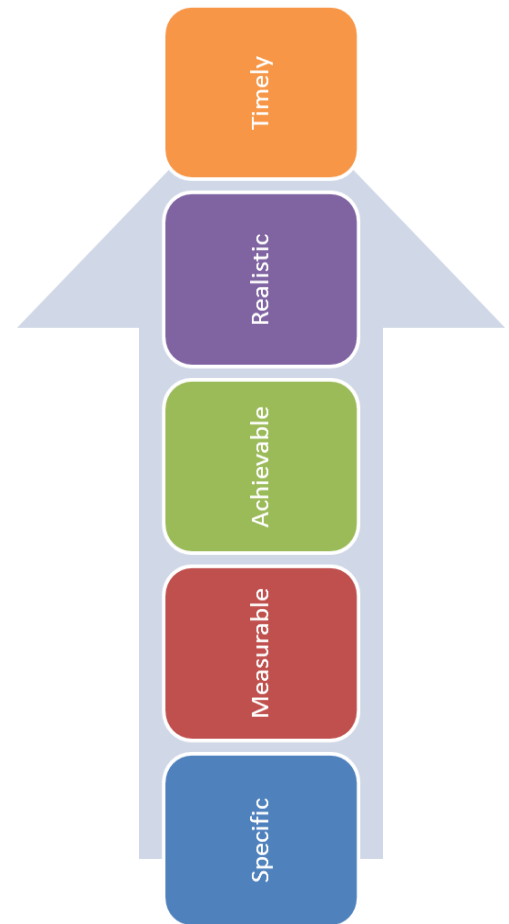
2. It may help to revisit your responses to the ADDIE model course design scoping questions as well as the results of your teaching perspectives inventory that you completed prior to the Institute. Did you miss anything? Amend your list as needed.
3. Now, read through what you have written down; circle/highlight anything that you consider to be core to your course. Try to narrow things down to 15-25 concepts maximum. It's alright if you don't use all the brainstormed items to construct your map.
4. Write each "circled" concept/idea on a post-it note and arrange them in a way that you think reflects the relationships between the concepts. REMEMBER, this is how YOU see the content of your course. A colleague of yours in the same discipline or program may view it somewhat differently. The assumption is that you teach and design from your perspective and underlying philosophies of practice (i.e., your lens/approach).
5. It may be helpful to group like items and then rank them accordingly. Concept maps are often hierarchal in shape and form, but this does not negate other structures (e.g., circular). Do whatever works for you. NB: If you are adding in items from your other lists (e.g., assessments, instructional strategies), use different coloured sticky notes to differentiate them from the content. Use the provided file folder or flipchart paper to attach your sticky notes.
6. Next draw and label connecting lines/arrows between concepts/topics to more clearly indicated the nature of the relationship among and between the component parts. If it helps to add other visuals, don't hesitate to do so.
7. Think also about the overall shape and format of your arrangement of concepts – do they reflect the overall structure and importance of the knowledge, skills and values in your course?

## **Step 2**

1. To begin, choose one central concept/theme/topic from your course map.
2. Craft one or two outcomes for this concept/theme/topic – either cognitive, affective (values) and/or skills based.
3. Repeat this process for each central concept/theme/topic identified on your map. Depending on how far you get, you may need to complete the remaining outcomes statements on your own.
4. Now that you have crafted some working outcomes for your course and your learners, take some time to review them. Below we have provided some questions to assist you in your critique.

**Does each learning outcome....?:**

1. Starts with an action verb?
  2. Stated from the perspective of the learner?
  3. Easily understood by potential learners?
  4. Attainable? Achievable?
  5. Measurable?
  6. Clearly written?
  7. Concise?
- 
5. Following your critique, make further changes to your outcomes. Once completed, partner with a colleague (or several) at your table to review your learning outcomes. Use the guidelines above to critique each other's outcomes.
  6. Based on the feedback from your peer(s), make changes to your outcomes and be prepared to share one or more examples of your objectives/outcomes with the larger group.



**Step 3**

1. Transfer your outcomes to flipchart paper, overhead transparency, a PowerPoint slide, or separate piece of paper in preparation of presenting one or more to your peers for feedback. (Note: given size of group and time restraints, not everyone may be able to present their outcomes to the larger group).
2. After receiving feedback and listening to the presentation of your colleagues, revisit and revise your learning outcomes

**Step 4**

Constructive alignment (Biggs) is key to sound instructional design. The following course blueprint template is designed to assist you in thinking through your course and ensuring alignment between what you say you will do and what you actually do.

Begin by entering your learning outcomes and indicating their centrality to the course by assigning a weighting to them. Your weightings should total 100%.

Revisit this document as you begin to firm up your assessments, practices, processes, etc.

**COURSE BLUEPRINT**

<b>Learning Outcome and Weighting (%)</b>	<b>Taxonomy (cognitive, affective, psychomotor</b>	<b>Proposed Assessments</b>	<b>Instructional Strategies (e.g., learning activities / instructional methods)</b>	<b>Content / Resources / Other</b>

Learning Outcome and Weighting (%)	Taxonomy (cognitive, affective, psychomotor	Proposed Assessments	Instructional Strategies (e.g., learning activities / instructional methods)	Content / Resources / Other

